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AUTHOR van Amelsfoort, Peter
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ABSTRACT

In the current global educational environment, students and faculty must be able to understand people of different cultures and learn to communicate and compete with them in the workplace. One way of enhancing the curriculum to include international and multicultural elements is by developing cooperative programs with institutions in other countries, such as teacher exchanges, joint curriculum development, and study abroad for students. To give faculty and students the opportunity to experience other educational systems and to help bring new ideas back to the college, King William I College in the Netherlands undertook pilot faculty and student exchanges with community colleges in the United States. Netherlands faculty learned about American habits and the school system, while U.S. faculty visited industry, did job-shadowing, and had extensive discussions with faculty and students. The student exchange involved 12 students who attended classes and visited industries; some students plan to return to the United States to do work placement training. Finally, to ensure success in international exchanges, it is essential that commitment from faculty be obtained. (BCY)

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MULTI-INSTITUTIONAL COLLABORATIONS FOR INTERNATIONAL VOCATIONAL EDUCATION:

HOW TO MANAGE IT

By

Peter van Amelsfoort
Director, International Projects
King William I College
's Hertogenbosch, Netherlands

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BIOGRAPHY

Peter van Amelsfoort studied history and business sciences at the Universities of Leiden and Utrecht.

His background includes 15 years of teaching and administration at several colleges in the 's-Hertogenbosch area.

He is presently general manager international projects at the Koning Willem I College in 's-Hertogenbosch, The Netherlands.

He is member of the 1995 Chicago-class of the NCCCA's Institute for Acadamic Leadership.

INTRODUCTION

Our world of education is changing. Students, faculty and management will need to understand people of different cultures and learn to communicate and compete with them if they are to succeed the world of work. In the colleges the resposability for the implementation of internationalizing and multculturalizing the curriculum falls on the academic deans and department chairs, but the commitment must come from the top administration and governing boards.

One step that can be taken toward curriculum change is international cooperation.

To start a kind of cooperation in the field of education with an other country has almost something of an adventure in it. Despite good regulations and preparations you never can be sure what the outcome is. So, special in the beginning flexiblity, creativity and lots of time are top priority.

We have to beware lest "going international in education" becomes an empty rhetorical expression. It is a fashionable word that covers a broad range of overlapping, but also often conflicting activities, priorities, definitions and perceptions.

The debate on issues of quality in international education generated what might be described as a mixture of inspiring exitement and vague uneasiness about the broader implications of the international component in education: international education is still perceived as a peripheral, rather than an integral, element of education.

GENERAL REMARKS ABOUT INTERNATIONAL EDUCATION FROM THE MANAGEMENTPERSPECTIVE

The development of succesfull strategies for the truly pervasive internationalisation of education in Europe and elsewhere remained unfinished. Among the components which immediately come to mind are the following:

Faculty:

* teaching assigments and exchanges

* sabbaticals abroad

* joint curriculum development

* intensive courses and summer schools

Students:

* arrangements for individual mobility

* organised exchanges

* study abroad

* foreign student reception

And of course distance learning, use of new information and communication technology for internationalising study.

The list is certainly indicative rather than exhaustive, but it serves to highlight the importance of being precise in the indentification of various aspects of "international education".

To take an example, a given study abroad programme may embarked upon by an institution for reasons such as:

* Providing students and faculty with a wider range of topic specialisations than could be provided at the home institution alone,
* Enhancing the 'international' profile of graduates and faculty,
* Adding a foreign socio-cultural dimension to studies,
* Improving the foreign language competence of students and faculty across a certain range of disciplines,
* Improving the institution's reputation abroad,
* Testing the ground for possible future cooperation on a lager scale,

And the inventory could certainly be complemented still further.

Human resource management is a key element in improving performance and reliability. At the centre of managing people is the need to listen, to delgate, to train or retrain, to encourage, to reward and to sanction. The remotivation and retraining of faculty is essential for revamping educational systems all over the world. Facultytraining should cover both intellectual training and the practical skills of communicating knowledge to future students. Faculty should be assessed regulary on their pedagogic skills, the content of their courses, their willingness to undergo further teaching-training, and the results of their students. Good faculty should be rewarded, able to progress in their careers beyond those that perform less well or not at all.

HOW WE USE THE INTERNATIONAL PART OF EDUCATION: FACULTY

Exchange programmes with faculty in other countries can be usefull to in the field of training (and rewarding?).

The idea in our college was to develop a special international exchangeprogram. To avoid The plan seemed monumental when budgeting and other issues were considered we decided to start the whole program as a pilotproject.

As a start my college was focused on student- and faculty exchanges of short duration for students and faculty in various disciplines.

Our main goals were:

* To give students and faculty the opportunity to experience another education system, another culture.
* To stimulate internationalization of the curriculum in our Colege.
* To stimulate a kind of integration in the foreign culture by working with the home-stay formula.
* The faculty-exchange was also focussed on human resource ideas.

Faculty was a little reluctant in accepting the new ideas management brought back From their visits to the US-community Colleges in our own College.

So it was decided by the board to send a group of facultymembers to the new world.

Everthing was very carefully prepared and during one of the meeting before departure e-ven a special course was offerd to our folks: "How to survive in the States as an Europe-an" Faculty were learned about American habits, schoolsystem and langguagedifferences. The group came back:

* Exhausted (thinking and talking in a foreign language all day long for two weeks is quite something)
* Full of new ideas (they have experienced another way of thinking and working)
* Enthoutiastic and motivated and with lots of useful contacts.

When the US-faculty catched their plane from 'O Hara a few month later they knew they will fly to Europe but most of them did not know what to expect. Now they know! They visited industry, did job-shadowing, has lots of discussions with faculty and students. The faculty-exchange has build some real friendships and that is also a very relevant part of international cooperation.

This exchange must be the start of a fruitfull cooperation in the field of curriculumcomparrison and international curriculumbuilding.

New methods of communication can be very helpful:
Internet, e-mail, teleconferencing and so on.

HOW WE USE THE INTERNATIONAL PART OF EDUCATION: STUDENTS

The studentexchange last year took place with a group of 12 students.
The US-faculty did not know what to expect, neither did most of our students.
The studentexchange was as well as the faculty-exchange were based on homestays.
The Dutch students have attended lessons and have visited all kinds of industry.
All kind of special activities were organised for them. They all got a very good impression of the American way of life. Some of them will return to do their workplacement in US-industry or make students of our college enthoutiastic to do the same.

·The US-students that came over attended lessons given in English.That was a good experience for both Dutch faculty and students. This special given lessons in English might be the start of a further internationalisation of the curriculum of our college.

The US-students got also the opportunity to do some workplacment in industry.

And the weekend was for cultural and family activities.

CONCLUSION

We have learned that one of the keywords for a succesfull operation in the field of international education is: "Commitment of faculty".

Facultymembers need to do a lot of work that was unknown to them before.

You need special people to start things like this. But I think it is worthwile to do the job.

It has been said that as we approach the 21th century, there are three things we must be doing. Unfortunately, nobody knows what those three things are.

I know what at least one of them is: A focus on International Education.

A focus on international education is:

* worthy of our time and effort
* an activity that will positively affect the future
* a contribution that colleges all over the world, with their focus on access and partnerships with business and industry, are uniquely designed to make.